



STATE OF VERMONT
Department of Education
120 State Street
Montpelier, VT 05620-2501

MEMORANDUM

TO: District Testing Coordinators and Test Administrators

FROM: Jim McCobb, Coordinator, Title III (English Language Acquisition) Program

RE: **ACCESS for ELLs™ Frequently Asked Questions (FAQs)**

DATE: April 12, 2006

I have put together a [Frequently Asked Questions \(FAQ\) sheet](#) (attached), which addresses some of the questions that have been asked by individual test administrators during this testing period. Other questions can always be added, so this should be seen as a constantly evolving document.

In the process of testing students, you may have made observations about specific test items or general testing administration issues that you want to share with the WIDA Consortium. Please e-mail your comments directly to Robert Kohl, ACCESS for ELLs™ Testing Coordinator, at rkohl@wisc.edu. The WIDA Consortium and the Center for Applied Linguistics welcome your input and regard it as essential for developing and improving future forms of the ACCESS test.

The WIDA Consortium is unique in that it involves ESL teachers from WIDA member states in the development of test items through the annual item-writing course, offered annually by the Center for Applied Linguistics. Through this course and our state-level involvement in the WIDA Steering Committee, we can provide ongoing feedback.

Although it isn't feasible to have a completely different test every year, in the future about a third of the test items (in each domain) will change every year. For those of you who have a commitment to learning about and improving test items, the course is one way to get actively involved. You can expect to see the WIDA Consortium and the Vermont DOE providing more professional development opportunities related to standards, assessment, and instruction in the coming years.

If you have any questions/comments about the attached materials, please contact me at (802) 828-0185 or jimmccobb@education.state.vt.us.

ACCESS for ELLs™ FREQUENTLY ASKED QUESTIONS (FAQ)

This FAQ addresses some of the questions that have been asked by individual test administrators and test coordinators during the testing period. Other questions can always be added, so this should be seen as a constantly evolving document. You can find additional information at the WIDA Web site FAQ at www.wida.us/ACCESSForELLs/faq_index. (Please note that some procedures may differ by State.)

TEST WINDOW

1. I don't suppose we get an extra week since the last week of the testing window is vacation?"

The testing window in Vermont is **March 8-April 21, 2006**. It is actually one of the longest of any WIDA Consortium states. Scheduling around all school vacations was not possible, which explains why our test window is as long as it is. Prior to setting the state testing window for ACCESS, a cross-section of educators was surveyed. There was widespread support for the chosen dates.

Also, in order for MetriTech to make sure that schools receive their test results back by the end of June, ALL District Testing Coordinators need to pack completed ACCESS test materials during the week of April 21-28 and return them to MetriTech by May 4th at the latest.

TEST ADMINISTRATOR TRAINING

2. I did pass the (ACCESS for ELLs™ Test Administrator) quiz but I am not sure that I have really calibrated. Having the information online was convenient but it might have been good to calibrate "in person" such as a workshop or special session just for calibration.

This is a very good suggestion. Next year we will organize a face-to-face training session for test administrators to get together with others to review the sound files for the speaking test in order to ensure greater reliability.

3. Do I have to get recertified to give the test?

There is currently no requirement that test administrators get recertified every year. However, all test administrators received passwords and user names for the purpose of reviewing **ACCESS for ELLs™** materials and procedures and are strongly encouraged to “refresh” their knowledge before the testing begins. To a certain extent, recertification is a matter of self-assessment and personal responsibility – you will probably know when it’s time to retune you skills. However, we would recommend that test administrators don’t go more than three years without recalibration.

4. Who receives the list of students to be tested? I want to make sure all students that are supposed to be tested are on the list.”

Prior to receiving the ACCESS test materials shipment from MetriTech, District Testing Coordinators should have received the *ACCESS for ELLs™ Participant List 2006* from the VT DOE. Once all test administrators in the district/supervisory union’s schools have finished testing, please make sure to record the changes in tiers, demographic data updates or corrections and send the updated list to me at the Vermont Department of Education, 120 State Street, Montpelier, VT 05620-2501 so that we can correct our data base here at DOE. If you have questions, please call me at (802) 828-0185 or e-mail jimmccobb@education.state.vt.us.

TEST ADMINISTRATION

5. There are students around who have done very well on various sections of the test and yet have to repeat them because of a weakness in one area. In future years, is it possible to only test areas where they scored below the cut-off?

Under Title III, “States must **annually** assess the English language proficiency of all LEP students in the five domains of speaking, listening, reading, writing and comprehension, for grades K-12. Title I also requires annual assessment of English language proficiency in four of these domains: listening, speaking, reading, and writing.” In order to score a student’s test and show annual growth, the student must be tested in ALL domains annually. The composite score is also based on all domains from the current year.

6. What do I do if there is a glitch in the administration of the ACCESS test and a student was inadvertently given the wrong test booklet for a section of the test?

Mistakes can happen, and there are “special handling” protocols for this kind of event. If it does, you need to contact WIDA Support (1-800-747-4868) to find out how MetriTech wants to handle it. This is not a violation of test security, and we will work with the teacher and the test contractor (MetriTech) to make sure both students get accurate results.

7. What do I do if there are problems with the testing environment?

The first place to go for assistance is to your Building Administrator and/or District Testing Coordinator. Even though there may be fewer students, it is essential that the **ACCESS for ELLs™** test be administered in the same way as the state-level academic achievement assessments, i.e., in a quiet, secure space where students can work uninterrupted for the full testing period and perform at their optimal ability.

ELL STUDENTS WITH SPECIAL NEEDS/ACCOMMODATIONS

8. Are ELL students required to take the ACCESS test even though they are receiving special education services?

The Federal Office of English Language Acquisition (OELA) at the U.S. Department of Education has recently disseminated a document entitled, [Limited English Proficient Students with Disabilities—Questions & Answers](#) (see attachment), which discusses the

inclusion of LEP students with disabilities in English language proficiency assessments and accountability.

The main message is that they need to be included in the annual English language proficiency assessment, but they may take it with accommodations that are appropriate for the child's specific disability. The document also addresses: 1) the role of the IEP or placement team in determining how an individual child will participate; 2) inclusion of professionals with expertise in language acquisition on the team; 3) and important considerations for those deciding what accommodations are appropriate. The document also states that results from ELP assessments for all ELL students should be included when determining whether the district meets the Annual Measurable Achievement Objectives (AMAOs) for "making progress" and "attaining proficiency".

9: I will be testing a Special Ed student. His Special Ed teacher tells me that he has slow processing speed. Can I give him more than 25 seconds to respond to the questions on the Listening portion of the test? (I checked the SPED Accommodations list for the ACCESS tests, and I did not see anything that seemed to apply to this situation.)

Absolutely. The testing times for ACCESS are "recommendations" but can be extended at the test administrator's discretion. You may give your special education student more time on any section for which it seems appropriate and as is indicated on his IEP. In Vermont, you may also go by the Section 504 or EST plan accommodations for assessment, as long as it does not invalidate what the test is supposed to measure. The [ACCESS Accommodations Policy](#) is attached here also.

STUDENTS ENTERING OR LEAVING DURING TESTING WINDOW

10. We have a new student who entered the country in March 2006. What do I do as far as the current testing window? Do I test him/her or do I wait?

This student should be tested. As a rule of thumb, any student who enrolls during the test window should be tested unless it isn't possible to complete all portions of the assessment. For the purposes of Title III funding determinations, only those students who are assessed can be included in the eligibility count.

11. Do we test students who have been here six months or less, who have very limited English?

The law requires that all ELLs be tested annually. By testing the student, you gain baseline data by which to measure progress over the upcoming year. The student's level of proficiency needs to be established.

12. A student moved away before the testing window opened. What should I do with the Pre-ID label and the booklet? I don't have another student who can use it.

Pre-ID labels that have been provided for students that will not be tested *must* be discarded. Vermont test administrators are also asked to record any corrections/updates so that the District Testing Coordinator can note them on the *ACCESS for ELLs™ Participant 2006* list that was sent from the VT DOE.

RETURNING TEST MATERIALS

13. What do we do with the unused tests?

The Test Administration Manual (pp. 5-9) includes detailed instructions, including what to do after testing is completed, for District Testing Coordinators. All unused test materials should be returned to MetriTech. Questions? Contact WIDA Support at MetriTech at 1-800-747-4868.

PARENT OR STUDENT REFUSAL

14. What are the requirements for notifying parents about this assessment?

This has proven to be a challenging issue for both State and Local Education Agencies. **NCLB Title I, Sec. 1111(b)(7)**, requires an annual assessment of English proficiency of all students identified with limited English proficiency in the K-12 public schools in the state, whether or not they are receiving ESL or Bilingual program services under Title III of NCLB. **NCLB does not require** schools to notify parents that their child will be assessed. Whether, and how, to do so is a **local decision**.

15. If a student's parent has opted out of the ELL program for their child, does that student still need to be tested? I have a student who has transferred to another school where I do not teach. When she moved, her mother signed a form saying she did not want her daughter to have ELL services any longer. Please let me know if I need to arrange to test this student or not.

According to OELA, NCLB Title III-Part A, offers parents the right to opt their child out of a language instructional program. However, the right to decline *services* does not mean the parent has the right to refuse the *annual testing* for previously identified ELL students. Nothing in NCLB expressly addresses parents' right to refuse *assessment*.

Practically speaking, however, when parents or students are vehemently opposed to the assessment, the school should calmly explain that the test is required by law, but more importantly that the results of the test will be used to better understand the student's needs and support instruction. You are trying to get a picture of the student's progress in gaining academic language proficiency.

Of course, if a parent or child still *refuses* participation in the assessment, the school does not have the right to force the child to take the test. At that point, the school should ask parents to sign a written request saying they do not want their child tested at this time but that they retain the right to have this done at a later time if they change their mind.

The confounding piece is that such a written request still does not absolve a district of its responsibilities under the **Title VI Civil Rights Act of 1964** to identify, assess, provide appropriate services, and monitor progress of identified ELL students in order to help them overcome language barriers and achieve academically (even if the parent declines participation in the language support program). **Please remember that English Language Proficiency testing is an accountability requirement, not a program**

requirement, of NCLB. We are obligated to determine ELL students' proficiency whether or not they are receiving services.

TEST RESULTS

16. I know it's early to be asking but are we getting the ACCESS results back at the beginning of next year or the end of this year?

Provided that MetriTech receives all of Vermont's test materials back on time, LEAs should receive the ACCESS score reports by the end of June this year.

17. Are the tests all scored the same? For example, with the 3-5 tests, are third graders scored the same as 5th graders? Are 1st graders scored the same as 2nd graders?

ACCESS for ELLs is not a norm-referenced test, and therefore, does not produce student scores referenced to a norm group.

It is a criterion-referenced test, which is scored against the language proficiency standards and shows where students are on the language proficiency continuum. The cut scores are determined for each test form in a grade cluster, but not for a particular grade. In other words, there are different cut scores for meeting English language proficiency levels within different grade clusters. Therefore, students with the same raw scores may or may not achieve the same English language proficiency level, based on the grade cluster.

PRIVATE SCHOOL STUDENTS

18. What is our responsibility for administering the ACCESS for ELLs™ for ELLs to students attending private schools in our district's geographic area?

Publicly-funded students in private schools must be assessed, both on the ACCESS and the State achievement test (NECAP) when appropriate.

Title III-funded LEAs must consult with private schools in their geographic area to find out whether they wish to participate in Title III in any way. If they choose to do so, private school students (meaning those who are not publicly-funded) must be assessed annually for their level of English proficiency in the domains of speaking, listening, reading, writing, and comprehension. The assessments must be comparable to those used for the public school students and aligned with the achievement of the academic content and student academic achievement standards established by the State.

QUESTIONS/COMMENTS ABOUT THIS DOCUMENT

Jim McCobb, Coordinator, Title III (English Language Acquisition) Program
Vermont Department of Education
120 State Street, Montpelier, VT 05620-2501
(802) 828-0185 (P)
(802) 828-6563 (F)
jimmccobb@education.state.vt.us

Questions and Answers Regarding Inclusion of Limited English Proficient Students with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives

Introduction:

Currently, it is estimated that nearly five million students in U.S. schools, nearly ten percent of the overall student population, are limited English proficient (LEP), meaning that they have sufficient difficulty speaking, reading, writing, or listening in English to the extent that it has an impact on their academic performance. Between 1989-1990 and 2003-2004, LEP student enrollment has more than doubled, from 2,030,451 students to 4,999,481 students.ⁱ

Educational personnel in States, districts, and schools across the nation have expressed challenges in developing and applying *No Child Left Behind* (NCLB) English language proficiency (ELP) assessment and accountability provisions to those students who are both LEP and students with disabilities. During 2001-2002, the most recent years for which data were collected, there were approximately 357,325 LEP students who were also students with disabilities enrolled in U.S. public schools.ⁱⁱ

The term "limited English proficient," (LEP) as it is used in this guidance, refers to students "...whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3)..." (Title IX, Section 9101). LEP students are those students who score below the proficient level on the State English language proficiency assessment.

The term "students with disabilities," as it is used in this guidance, refers to students who are eligible for services under the Individuals with Disabilities Education Act (IDEA).

This guidance is intended to assist States in understanding how Titles III and I of the NCLB Act of 2001 and the IDEA address the inclusion of LEP students who are also students with disabilities in State ELP assessments and Title III annual measurable achievement objectives (AMAOs). In the guidance, options for including students with disabilities in ELP assessments, including those students who have significant cognitive disabilities, and those who do not have significant cognitive disabilities, are discussed.

Specifically, this guidance is focused on ways of including LEP students with disabilities in ELP assessments, which are assessments designed to measure their progress in learning the English language.

States planning to develop and implement new policies for ELP assessment and accountability for LEP students with disabilities should submit this information to the Department for review as an amendment to the Consolidated State Application. The following section addresses questions received by the Department related to the ELP assessment of LEP students with disabilities and their inclusion in Title III AMAOs. Questions are listed on the following page in a Table of Contents format, followed by the actual questions and answers themselves.

Table of Contents:

1. Do the requirements for assessing limited English proficient (LEP) students' English language proficiency (ELP) under Title I and Title III apply to LEP students who are also students with disabilities?
2. Is it appropriate to continue to require administration of the annual ELP assessment in all domains of language even if a child may always score as a non-reader due to his/her disability?
3. What are the ways in which LEP students with disabilities can participate in the State ELP assessment(s)?
4. What is the role of the individualized education program (IEP) team in determining accommodations for LEP students with disabilities on the State ELP assessment?
5. What should IEP teams consider when a student participates in the State ELP assessment through the use of one or more State-approved accommodations appropriate for the child's disability?
6. Under what conditions would it be permissible for a State to have LEP students with disabilities participate in a partial administration of the State ELP assessment?
7. How should States proceed in developing or revising State policies and practices for the ELP assessment of students with disabilities?
8. Is it permissible for local personnel, such as school staff members or the IEP team, to remove an LEP designation from an LEP student who is a student with a disability?
9. Must the ELP assessment results for LEP students with disabilities be included in Title III annual measurable achievement objectives (AMAOs)?

Questions and Answers:

1. Do the requirements for assessing limited English proficient (LEP) students' English language proficiency (ELP) under Title I and Title III apply to LEP students who are also students with disabilities?

Yes. Both Titles I and III require local educational agencies (LEAs) and State educational agencies (SEAs) to provide an annual assessment of English language proficiency for all LEP students in the State enrolled in public schools in grades Kindergarten through twelve in the domains of speaking, listening, reading, and writing (Section 1111(b)(7); 3113(b)(3)(D)).

2. Is it appropriate to continue to require administration of the annual ELP assessment in all domains of language even if a child may always score as a non-reader due to his/her disability?

Yes. It is important for all LEP students, including those with disabilities, to have a full opportunity to show what they know and are able to do in English and to be included in ELP assessments in all domains of language.

3. What are the ways in which LEP students with disabilities can participate in the State ELP assessment(s)?

LEP students who are also students with disabilities can participate in the State ELP assessment(s) through one of the following means:

- a. Participation in the State ELP assessment without accommodations, or
- b. Participation in the State ELP assessment through the use of one or more State-approved accommodations appropriate for the child's disability, or
- c. Participation in a partial administration of the State ELP assessment, if determined appropriate by the individualized education program (IEP) team.

4. What is the role of the IEP team in determining accommodations for LEP students with disabilities on the State ELP assessment?

The IEP team or placement team may be the best-informed group to deliberate on decisions regarding such accommodations, though IDEA does not specifically address or prohibit the role of the IEP team in making decisions regarding accommodations for ELP assessments. Just as in determining what accommodations are needed for any student with a disability, the IEP team, with the appropriate representation, should be able to make sound decisions regarding what accommodations are needed for LEP students with disabilities.

Members of the IEP team for LEP students with disabilities should include speech language pathologists and other professionals with an understanding of how to differentiate between limited English proficiency and a disability. Team members should be provided training in this area, as well as in language acquisition and in serving students with disabilities, as needed (IDEA, Section 61(d)), or include bilingual/ESL teachers or other professionals with expertise in language acquisition as part of the team.

5. What should IEP teams consider when a student participates in the State ELP assessment through the use of one or more State-approved accommodations appropriate for the child's disability?

First, such accommodations must not invalidate results from the ELP assessment.

Second, decisions regarding assessment accommodations should be made by individuals familiar with a child's academic achievement and English language proficiency, such as the child's IEP team or placement team. As stated throughout, the IEP team should include professionals with expertise in language acquisition and a speech-language pathologist. Decisions must always be made on the basis of individual student needs and must be documented.

Finally, accommodations may be used for the entire ELP assessment, or for part of the assessment. For example, one option may be to use an accommodation that is appropriate for a subtest of one domain of language just for that particular subtest.

6. Under what conditions would it be permissible for a State to have LEP students with disabilities participate in a partial administration of the State ELP assessment?

It is permissible for a State to allow some LEP students with disabilities to participate in a partial administration of the State ELP assessment, if appropriate, due to such students' disabilities. For example, if a student is unable to produce expressive language, it may be appropriate for him/her to receive an exemption from participating in the speaking portion of the State ELP assessment.

Participation in a partial administration of the State ELP assessment would only be permitted if determined appropriate by the IEP team.

Decisions regarding which portions of an ELP assessment a student should participate in should be made by individuals familiar with a child's academic achievement, and assessment of a child's English language proficiency should be made on the basis of individual student needs, and must be documented. The decision should have the benefit of review and input of a speech and language pathologist.

7. How should States proceed in developing or revising State policies and practices for the ELP assessment of students with disabilities?

States are advised to consult with appropriate individuals at the SEA, LEA, and school levels with expertise in language acquisition and in the provision of services to students with disabilities, such as speech language pathologists, bilingual/ESL teachers, or other professionals with expertise in language acquisition, when developing such policies.

States are also advised to develop guidance for LEAs and schools to use with IEP teams regarding such policies, and to ensure through monitoring that policies are being implemented at the LEA and/or school levels.

8. Is it permissible for local personnel, such as school staff members or the IEP team, to remove an LEP designation from an LEP student who is a student with a disability?

No. The LEP designation cannot be removed from a child unless that child has met the criteria for “proficient” in English as defined by the State. It is important for LEP students with disabilities to have a full opportunity to show what they know and are able to do in English. Maintaining a child’s designation as LEP, as long as appropriate, may also give him/her access to services important to supporting his/her educational achievement. States submitted their definition of “proficient” in English to the U.S. Department of Education in the September 1, 2003 Submission to the Consolidated State Application. The definition of “limited English proficient” is found in Section 9101 of NCLB.

9. Must the ELP assessment results for LEP students with disabilities be included in Title III annual measurable achievement objectives (AMAOs)?

Yes. Results from ELP assessments for all LEP students should be included in both the making progress and in the proficient AMAO under Title III, as described in Section 3122(a)(3). All four domains of language (speaking, listening, reading, and writing) must be included in AMAOs.

ⁱ National Clearinghouse for English Language Acquisition (NCELA). (May 2005). Ask NCELA No. 8. How has the English language learner (ELL) population changed in recent years? Available: <http://www.ncela.gwu.edu/expert/faq/08leps.htm>

ⁱⁱ Zehler, A. M., Hopstock, P.J., Flesichman, H. L., & Stephenson, T. G. (September 15, 2003). Descriptive Study of Services to LEP Students and LEP Students with Disabilities. Report submitted to the U.S. Department of Education.

Accommodations for ACCESS for ELLs™

March 2005

Under the federal No Child Left Behind legislation, states must measure the development of the English language proficiency skills of their English language learners (ELLs) in grades K-12 on an annual basis within the domains of listening, speaking, reading, and writing. Members of the WIDA Consortium will use ACCESS for ELLs™ to fulfill this requirement. Therefore, **the primary purpose of ACCESS for ELLs™ is to measure English proficiency growth** tied to the criteria of the WIDA Consortium's English language proficiency standards, which are aligned to the academic content area standards of every WIDA state.

ACCESS for ELLs™ serves additional purposes depending on the needs of states and local schools, including as a tool for determining academic program and assessment placements and assisting with program exit decisions. In addition, WIDA states that currently have alternate academic assessments for beginner ELLs will use ACCESS for ELLs™ to determine if individual ELLs should participate in the alternate assessment or the regular statewide academic assessment with accommodations. This is an important purpose of most English proficiency tests and a sound reason to ensure that scores are validly illustrating a student's level of proficiency. To do otherwise could potentially target individual ELLs for an academic assessment for which they are not yet ready or misidentify them as being ineligible for accommodations they might otherwise receive.

The WIDA Consortium encourages the participation of all English language learners in the ACCESS for ELLs™ testing program and feels that it is an appropriate assessment for all but the most severely disabled. The ACCESS for ELLs™ has "built in" certain standard features of the test that might lessen the need for accommodations. For example, ACCESS for ELLs™ is not a timed test. ELLs may take longer than the average stated time in each section. The thematic orientation of the test and the heavy reliance on graphic support are features that should lend themselves to enhanced comprehension, not only for ELLs in general, but many students with special needs. However, testing accommodations may be appropriate for some students.

Testing accommodations are changes in the way a student is given a test or asked to respond to test questions. Testing accommodations are meant to offset challenges caused by a disability, without changing the test measures. Testing accommodations provide students with disabilities the same opportunity to improve and demonstrate their English language proficiency as students without disabilities. To maximize fairness and validity while maintaining the integrity of the ACCESS for ELLs™ test, WIDA has provided the following guidelines for considering appropriate accommodations for English Language Learners with disabilities.

The following guidelines are divided into each of the four domains of the test—listening, reading, writing, and speaking—with indications of whether a particular accommodation is appropriate for the domain (Yes), inappropriate and therefore not recommended (No), or Not Applicable (N/A) because the "accommodation" is already incorporated into the test design or is irrelevant for the domain.

Accommodation	Assessment Domains			
<i>Presentation Format/Test Directions</i>	<i>Listening</i>	<i>Reading</i>	<i>Writing</i>	<i>Speaking</i>
Explanation of directions (English)	Yes	Yes	Yes	Yes
Repeat directions	Yes	Yes	Yes	Yes
Use directions that have been marked by teacher	Yes	Yes	Yes	N/A ¹
Sign directions to students	Yes	Yes	Yes	Yes
Translation of directions into native language	Yes	Yes	Yes	Yes
Translation of test into native language	No	No	No	No
Translation of test into sign language	No	No	No	No
Oral reading in English	No	No	Yes	No
Oral reading in native language	No	No	No	No
Bilingual dictionary	No	No	No	No
Use of highlighters (yellow only) by student	Yes	Yes	Yes	N/A
Use of marker to maintain place	Yes	Yes	Yes	N/A
Large Print or visual magnification device	Yes	Yes	Yes	Yes
Audio amplification device or noise buffer	Yes	Yes	Yes	Yes
Student reads questions or responses aloud to self	Yes	Yes	Yes	N/A

<i>Setting Format</i>	<i>Listening</i>	<i>Reading</i>	<i>Writing</i>	<i>Speaking</i>
Test administered by school personnel familiar to student	Yes	Yes	Yes	Yes
Alone in study carrel	Yes	Yes	Yes	Yes
Administer test in separate room	Yes	Yes	Yes	Yes
With small groups	Yes	Yes	Yes	Yes
Preferential seating	Yes	Yes	Yes	Yes
Individually	Yes	Yes	Yes	Yes
By special education personnel	Yes	Yes	Yes	Yes
Special lighting	Yes	Yes	Yes	Yes
Special acoustics	Yes	Yes	Yes	Yes
Special furniture	Yes	Yes	Yes	Yes
Administer test with school personnel in non-school setting (e.g., home or hospital)	Yes	Yes	Yes	Yes

Timing/Scheduling	Listening	Reading	Writing	Speaking
Extended testing time (same day)	Yes	Yes	Yes	Yes
More breaks	Yes	Yes	Yes	Yes
Extending sessions over multiple days	Yes	Yes	Yes	No

Response Format	Listening	Reading	Writing	Speaking
Braille writers	N/A	N/A	No	N/A
Word processors or similar assistive device (Spell and grammar check and dictionary/thesaurus must be turned off)	N/A	N/A	Yes	N/A
Write directly in test booklet	Yes	Yes	Yes	N/A
Tape recorders	N/A	N/A	No	N/A
Scribes ²	Yes	Yes	Yes	N/A
Responses in native primary language	No	No	No	No
Answer orally, point to answer	Yes	Yes	No	N/A

Other Administration Considerations	Listening	Reading	Writing	Speaking
Provide verbal praise or tangible reinforcement to increase motivation	Yes	Yes	Yes	Yes
Administer practice test or examples before the administration date of the assessment	Yes	Yes	Yes	Yes
Allow use of equipment or technology that the student uses for other tests and school work (e.g., pencils adapted in size or grip, slant board or wedge)	Yes	Yes	Yes	Yes

Other Accommodations	Listening	Reading	Writing	Speaking
<i>Other Accommodations Not Provided and Not Recommended by the WIDA Consortium at this Time</i>				
Braille edition of assessment ³	Possible	Possible	Possible	Possible
Signing questions or answers ⁴	No	No	No	No

- (1) N/A means Not Applicable either because this is already an integral part of the test design (e.g., responding orally on the speaking test) or irrelevant because the given accommodation would not be of any use (e.g., using scribes for the speaking test—there is no writing involved).
- (2) If an IEP team determines that a scribe is necessary, all student responses must be transcribed verbatim, including spelling, punctuation, and paragraph breaks.
- (3) ACCESS for ELLs™ is not available in Braille at this time. If an IEP team determines that it is in the best interest of a student to make the test available in Braille, the following guidelines are recommended to ensure the integrity of the assessment:
 - a. The student must be Braille proficient so as not to confound English language proficiency with proficiency in Braille;
 - b. Braille graphics must be included as this is a graphic dependent test; and

- c. If the Braille graphics are also verbally described by the test administrator, such descriptions should be made in the student's native language so as not to confound with English language listening skills;
 - d. The student's responses should be transcribed verbatim by a school staff member into a regular ACCESS for ELLs™ test booklet for scoring;
 - e. The writing assessment should be transcribed verbatim into the test book by a school staff member.
- (4) Deaf and hard of hearing students, including those for whom American Sign Language (ASL) is their first language, can generally participate in the reading and writing sections of the test with few or no accommodations necessary. Lip-reading with spoken responses for those students who possess these abilities may be possible for the listening and speaking parts of the test. IEP teams should make such determinations on a case by case basis. **Translating the listening and speaking prompts into sign language is equivalent to translating into another spoken language, such as Spanish or Arabic, and therefore is prohibited as it changes the construct and invalidates the test.**